

■ ROUTLEDGE EDUCATION

■ Educational Technology
■ & e-Learning



New Titles and Key Backlist 2010

Welcome to the Routledge Educational Technology & e-Learning New Titles and Key Backlist 2010



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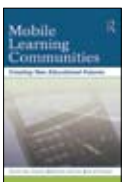
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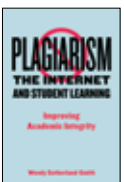
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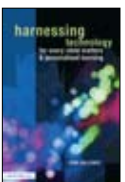
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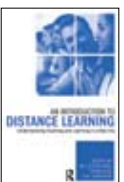
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CONTACTS

Editorial Inquiries

Sarah Burrows
Acquisitions Editor
sarah.burrows@taylorandfrancis.com

Customer Service

orders@taylorandfrancis.com

UK Customer Service

Info@routledge.co.uk

Marketing Inquiries

For all territories excluding the Americas:

AnnHelen Parker
Senior Marketing Manager
annhelen.parker@tandf.co.uk

For USA, Canada and Latin America:

Lori Kelly
Marketing Manager
lori.kelly@taylorandfrancis.com

FORTHCOMING IN 2011**Instructional Design Knowledge Base**

Foundations of Current Theory and Practice

Rita Richey, Emeritus Wayne State University, USA,
Monica Tracey, Wayne State University, USA and
James Klein, Arizona State University - Tempe, USA

Written for Instructional Design and Technology Programs at all levels, *Instructional Design Knowledge Base* provides students with a comprehensive exploration of the theories and concepts that serve as a foundation for current and emerging Instructional Design practice. The various facets of this knowledge base are examined in light of their philosophical and empirical underpinnings, while recognizing the development of design practice from a fairly consistent emphasis on systematic approaches to today's recognition of multiple design paradigms.

January 2011: 7 x 10: 496pp
Hb: 978-0-415-80200-0: **\$160.00**
Pb: 978-0-415-80201-7: **\$60.00**
www.routledge.com/9780415802000

FORTHCOMING IN 2010**Instructional Design for Teachers**

Improving Classroom Practice

Alison A. Carr-Chellman, Pennsylvania State University, USA

Good instructional design is the key to great instruction. *Instructional Design for Teachers* focuses on the instructional design process specifically for PreK-12 teachers. The instructional design (ID) model presented is similar to other established ID models, but with a special emphasis on preparing, motivating, and encouraging new and ongoing use of instructional design principles among those who find themselves in the fast-paced environment of PreK-12 schools.

The basic model and its application within constructivism and user-design will help teachers adapt from a behavioral approach to a more open, student-centered design approach. Balancing the basics with ways to use this model practically in the most advanced instructional approaches, this book empowers teachers and learners to use both good instructional design and the most recent research-based approaches to learning.

July 2010: 7 x 10: 176pp
Hb: 978-0-415-80323-6: **\$140.00**
Pb: 978-0-415-80324-3: **\$33.95**

• **AVAILABLE AS A COMPLIMENTARY COPY**
www.routledge.com/9780415803243

FORTHCOMING IN 2010**Learning, Context and the Role of Technology**

Rosemary Luckin, The London Knowledge Lab, University of London, UK

Series: Foundations and Futures of Education

Learning, Context and the Role of Technology seeks to redress the lack of attention that technology developers and enthusiasts pay to a learner's wider context and proposes a model to help educators and technologists develop more productive learning contexts. It offers a definition of context as a set of inter-related resource elements, including people and objects, and focuses in particular on the intersection between learning, context and technology. Context is framed not as something which is tied to a physical or virtual location, but rather as something that belongs to an individual and is created through their interactions in the world. The book explores:

- the basic types of technology and what they have to offer
- the Learner-Centric 'Ecology of Resources' model of context as a framework for designing and evaluating technology enhanced learning
- the impact of recent technological developments, including the world wide web, artificial intelligence and Computer Science as new tools for communication
- the importance of matching available resources to each learner's particular needs
- the ways in which the learner's environment and the technologies available might change over the coming years

This interdisciplinary study investigates the dynamics and potential of teacher-learner interaction within a learning continuum across a variety of contexts. It will be of interest to those teaching, researching and thinking about the use of technology in learning and pedagogy, as well as those involved in developing technology for education and those who use it in their own teaching.

July 2010: 6-1/4 x 9-1/4: 224pp
Hb: 978-0-415-55441-1: **\$125.00**
Pb: 978-0-415-55442-8: **\$42.95**
www.routledge.com/9780415554428

FORTHCOMING IN 2010**Identity and Agency in Virtually Figured Worlds**

A Socio-Cultural Perspective

Russell Francis, University of Oxford, UK

Edited by **Gill Boag-Munroe**

Identity and Agency in Virtually-Figured Worlds provides a unique perspective on the implications of media change for learning, literacy and education. Francis draws our attention to the plight of advanced resourceful learners as they start to break away from traditional modes of instruction and learn through active engagement in a globally interconnected participatory culture.

Chapters illustrate students designing radically personalized learning environments to support advanced knowledge work; learners cultivating and nurturing globally distributed funds of living knowledge they take with them as they migrate across countries and institutional contexts; and learners shaping their own sense of self and life trajectories through serious play in virtually figured worlds. These concepts are illustrated with vignettes that suggest some of the surprising and unexpected ways emergent media forms like Wikipedia, YouTube, Facebook and the Amazon book recommendation system are now routinely exploited by students as powerful learning resources. Nevertheless, these stories also highlight the challenges and choices confronting students as they struggle to negotiate the faultlines of media convergence and master the New Media Literacies they need to exploit the full potential of participatory media for self education.

Overall, this compelling argument proposes that we are witnessing a period of historic systemic change in the culture of university learning that may allow us to peer into the future of education more generally. In particular, the argument highlights why we need to start conceiving of learner's identities as powerful mediators (and motivators) of learning activity given the loss of enabling constraints implicit in the design of traditional learning spaces and paper-based learning media.

May 2010: 6-1/4 x 9-1/4: 224pp

Hb: 978-0-415-55053-6: **\$125.00**

eBook: 978-0-203-95802-8

www.routledge.com/9780415550536

FORTHCOMING IN 2010**Learning Theory and Online Technology**

How New Technologies are Transforming Learning Opportunities

Linda Harasim, Simon Fraser University, Canada

This is a break-through text based on extensive experience, theory, and research. Ideal for learning theory courses in educational technology masters programs and theory courses in instructional design programs, *Learning Theory and Online Technology* will prepare students to apply learning theory to instructional and pedagogical design and other use of technology. Framed by a discussion of the historical roots and growth of technology, this text discusses the contributions of the three core learning theories to the field of instructional and pedagogical design—behaviorism, cognitivism, and constructivism. Connecting theory to practice, author Linda Harasim provides a series of case studies expounding on the effective use of new online technologies. Ultimately, Harasim shows readers how collaborative learning is a powerful theory with which students can successfully engage with technology.

This reader-friendly and accessible text, drawing upon an extensive body of research:

- provides full discussion of various learning theories, and how they relate to online learning
- presents a powerful framework and set of tools based on e-learning research
- includes scenarios, mini case studies, and examples of international projects
- reviews key issues related to pedagogy, evaluation, and history of the field
- describes the most exciting, satisfying, and effective ways to learn and teach online.

Educators are adopting the Internet for more efficient and economical purposes, but don't necessarily use it for more effective ways to support learning. This innovative text encourages students to think about new ways of teaching and learning, and provides them with a theory of learning to address today's realities. Affording students with a framework for using learning theories to establish an understanding of education in the context of rapid technological changes, this book will aid in shaping practice in the midst of this technological revolution. Readers will find *Learning Theory and Online Technology* transforms years of research and field experience into an invaluable resource.

July 2010: 7 x 10: 288pp

Hb: 978-0-415-99975-5: **\$140.00**

Pb: 978-0-415-99976-2: **\$45.95**

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www.routledge.com/9780415999762



Instructional-Design Theories and Models, Volume III

Building a Common Knowledge Base

Edited by **Charles M. Reigeluth**, Indiana University, USA and **Alison A. Carr-Chellman**, Pennsylvania State University, USA



Instructional-Design Theories and Models, Volume III: Building a Common Knowledge Base is perhaps best described by its new subtitle. Whereas Volume II sought to comprehensively review the proliferating theories and models of instruction of the 1980's and 1990's, Volume III takes on an even more daunting task: starting to build a common knowledge base that underlies and supports the vast array of instructional theories,

models and strategies that constitute the field of Instructional Design. Unit I describes the need for a common knowledge base, offers some universal principles of instruction, and addresses the need for variation and detailed guidance when implementing the universal principles. Unit II describes how the universal principles apply to some major approaches to instruction such as direct instruction or problem-based instruction. Unit III describes how to apply the universal principles to some major types of learning such as understandings and skills. Unit IV provides a deeper understanding of instructional theory using the structural layers of a house as its metaphor and discusses instructional theory in the broader context of paradigm change in education.

February 2009: 6 x 9: 432pp
Hb: 978-0-8058-6456-4: **\$50.00**
eBook: 978-0-203-87213-0

• AVAILABLE AS A COMPLIMENTARY COPY
www.routledge.com/9780805864564

User Design

Alison A. Carr-Chellman, Pennsylvania State University, USA

Offers a fresh perspective on how front-line learners (users) can participate in the design of learning environments. The book presents a new set of methods and strategies that show how the tools of professional designers can be effectively shared with broad groups of users and other participants in the process of creating their own learning.

2006: 6 x 9: 160pp
Hb: 978-0-8058-5504-3: **\$65.95**
Pb: 978-0-8058-5505-0: **\$24.95**
www.routledge.com/9780805855050

FORTHCOMING

Researching IT in Education

Theory, Practice and Future Directions

Edited by **Anne McDougall**, **John Murnane**, **Anthony Jones** and **Nick Reynolds**, all at University of Melbourne, Australia



Serious criticisms of research on IT in education have been published recently in both the UK and the USA. *Researching IT in Education* aims to provoke thought and discussion among practicing researchers by considering a range of approaches to undertaking quality research.

This book argues for the enormous power of IT to enable fundamental research that both refines and develops theory and practice in education. High quality research that advances knowledge and educational practice in this area will generally require longer timelines and more complex data collection and analysis methods. The authors draw attention to the value of theoretical frameworks used in mainstream educational research and highlight the early theoretical work on the subject of IT in education.

With individual chapters contributed by expert researchers and leaders in the field from ten countries, this provides an unusually broad but coherent international set of perspectives for the issues examined in the book. It will benefit anyone interested in or undertaking research on IT in education, including academics, research students, teachers and policy makers.

December 2009: 6-1/4 x 9-1/4: 232pp
Hb: 978-0-415-56000-9: **\$130.00**
Pb: 978-0-415-56001-6: **\$45.95**
www.routledge.com/9780415560016

2ND EDITION

On the Internet

Hubert L. Dreyfus, University of California, Berkeley, USA

Series: *Thinking in Action*



Can the internet solve the problem of mass education, and bring human beings to a new level of community? Drawing on a diverse array of thinkers from Plato to Kierkegaard, *On the Internet* argues that there is much in common between the disembodied, free floating web and Descartes' separation of mind and body. Dreyfus also shows how Kierkegaard's insights into the

origins of a media-obsessed public anticipate the web surfer, blogger and chat room. Drawing on studies of the isolation experienced by many internet users and the insights of philosopher such as Descartes and Kierkegaard, Dreyfus shows how the internet's privatization of experience ignores essential human capacities such as trust, moods, risk, shared local concerns and commitment. The second edition is revised throughout and includes a brand new chapter on 'Second Life.'

2008: 5-1/4 x 7-3/4: 192pp
Pb: 978-0-415-77516-8: **\$21.95**

eBook: 978-0-203-88793-6
www.routledge.com/9780415775168

Technology, Literacy, Learning

A Multimodal Approach

Carey Jewitt, Institute of Education, University of London, UK



This book sets out a framework for rethinking the three key areas of schooling that are most affected by technology's impact on education today: knowledge as curriculum, learning and pedagogy, and literacy across the curriculum.

2008: 6-1/4 x 9-1/4: 192pp
Pb: 978-0-415-47883-0: **\$44.95**

www.routledge.com/9780415478830

3RD EDITION

Handbook of Research on Educational Communications and Technology

Edited by **J. Michael Spector**, Florida State University, USA, **M. David Merrill**, Utah State University, USA, **Jeroen van Merriënboer**, Open Universiteit, the Netherlands and **Marcy P. Driscoll**, Florida State University, USA



Sponsored by the Association of Educational Communication and Technology (AECT), the third edition of this groundbreaking *Handbook* continues the mission of its predecessors: to provide up-to-date summaries and syntheses of recent research pertinent to the educational uses of information and communication technologies. It is intended for graduate students and their professors, instructional designers and researchers in

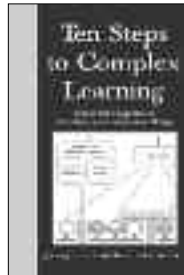
educational communication and technology plus the libraries that serve them.

2008: 8-1/2 x 11: 928pp
Hb: 978-0-8058-5849-5: **\$250.00**
Pb: 978-0-415-96338-1: **\$105.00**
www.routledge.com/9780415963381

Ten Steps to Complex Learning

A Systematic Approach to Four-Component Instructional Design

Jeroen J.G. van Merriënboer and **Paul A. Kirschner**, both at Open University of the Netherlands



Ten Steps to Complex Learning presents in ten steps a path from a training problem to a training solution in a way that students, practitioners, (both instructional designers and teachers) and researchers can understand and use.

2007: 6 x 9: 320pp
Hb: 978-0-8058-5792-4: **\$85.00**
Pb: 978-0-8058-5793-1: **\$45.00**
www.routledge.com/9780805857931

Online Social Networking on Campus

Understanding What Matters in Student Culture

Ana M. Martínez Alemán and

Katherine Lynk Wartman, both at Boston College,
USA



In the era of such online spaces as Facebook, Instant Messenger, Live Journal, Blogger, Web Shots, and campus blogs, college students are using these resources and other online sites as a social medium. Inevitably, this medium presents students with ethical decisions about social propriety, self disclosure and acceptable behavior. Because online social networking sites have proven problematic for college students and for college

administrators, this book aims to offer professional guidance to Higher Education administrators and policy makers.

Online Social Networking on Campus investigates how college students use online sites to explore and makes sense of their identities. Providing information taken from interviews, surveys, and focus group data, the book presents an ethnographic view of social networking that will help Student Affairs administrators, Information Technology administrators, and faculty better understand and provide guidance to the 'neomillennials' on their campuses.

2008: 6 x 9: 168pp

Hb: 978-0-415-99019-6: **\$150.00**

Pb: 978-0-415-99020-2: **\$44.95**

eBook: 978-0-203-88496-6

www.routledge.com/9780415990202

Design and Development Research

Methods, Strategies, and Issues

Rita C. Richey, Wayne State University, USA and

James D. Klein, Arizona State University, USA

This volume thoroughly discusses methods and strategies appropriate for conducting design and development research. Rich with examples and explanations, the book describes actual strategies that researchers have used to conduct: 1) product and tool research and 2) model research.

2007: 6 x 9: 200pp

Hb: 978-0-8058-5731-3: **\$89.95**

Pb: 978-0-8058-5732-0: **\$39.95**

www.routledge.com/9780805857320

Teaching English Language Learners through Technology

Tony Erben, University of Tampa, USA, **Ruth Ban**, Barry University, USA and **Martha Castañeda**, Miami University, USA

Series: Teaching English Language Learners Across the Curriculum



The authors explore the use of computers/technology as a pedagogical tool to aid in the appropriate instruction of ELLs across all content areas. The special focus of this book is on the informed use of various technologies and software programs that can specifically aid ELLs. Strategies are also provided for varying levels of access—whether teachers teach in a one computer classroom, have access to multiple

computers, or have the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making this a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction.

2008: 7 x 10: 240pp

Hb: 978-0-415-95767-0: **\$140.00**

Pb: 978-0-415-95768-7: **\$33.95**

eBook: 978-0-203-89442-2

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www.routledge.com/9780415957687

2ND EDITION

Educational Technology

A Definition with Commentary

Edited by **Al Januszewski**, SUNY Potsdam, USA

and **Michael Molenda**, Indiana University, Bloomington, USA

Sponsored by the Association for Educational Communications and Technology (AECT), this book presents a definition of the field of study and practice known as educational technology or instructional technology. It reflects the collaborative efforts of all members of the AECT Definition and Terminology Committee.

2007: 6 x 9: 384pp

Hb: 978-0-8058-5860-0: **\$131.95**

Pb: 978-0-8058-5861-7: **\$35.95**

www.routledge.com/9780805858617

Economics of Distance and Online Learning

Theory, Practice and Research

Edited by **William J. Bramble**, University of New Mexico, USA and **Santosh Panda**, Indira Gandhi National Open University, India



This book provides a comprehensive overview of the organizational models of distance and online learning from an international perspective and from the point of view of economic planning, costing and management decision-making. The book points to directions for the further research and development in this area, and will promote further understanding and critical reflection on the part of

administrators, practitioners and researchers of distance education. The experiences and perspectives in distance education in the US are balanced with those in other areas of the world.

2008: 6 x 9: 312pp

Hb: 978-0-415-96388-6: **\$131.95**

Pb: 978-0-415-96389-3: **\$41.95**

eBook: 978-0-203-89298-5

www.routledge.com/9780415963893

Teaching Teachers to use Technology

Edited by **D. LaMont Johnson** and **Kulwadee Kongrith**, both at University of Nevada, USA

Provides numerous strategies for effectively infusing technology into teacher education. This timely book includes models for professional and staff development, inquiry learning, network-based assessment, and collaborating through online learning and publications to increase the quality and quantity of educators entering the workforce as classroom teachers.

2007: 182pp

Hb: 978-0-7890-3503-5: **\$95.00**

Pb: 978-0-7890-3504-2: **\$39.95**

www.routledge.com/9780789035042

BESTSELLER

NEW EDITION FORTHCOMING IN 2010

3RD EDITION

Rethinking University Teaching

A Framework for the Effective Use of Learning Technologies

Diana Laurillard, London Knowledge Lab, Institute of Education, UK

The third edition of *Rethinking University Teaching* builds upon the success of the best-selling second edition and maintains a sound theoretical basis for designing and using learning technologies at the Higher Education level. This new edition is fully updated and addresses the principal technological changes that have taken center stage since 2004.

New readers will find Diana Laurillard's work fills a glaring gap in current e-learning literature that is available today. Part I effectively covers what teachers and lecturers need to know of the most important research on student learning and the principal theories of teaching and learning. Part II represents this current understanding of the learning process as a framework tool that challenges the use of both conventional and digital technologies: the Conversational Framework (CF). The Conversational Framework (CF) is used to examine and analyze both conventional and digital technologies and encourages users to focus on a 'needs-driven' approach rather than a 'technology-driven' approach. Part III tackles the implementation of both conventional and digital technologies within the everyday reality of university teaching. This section helps the teacher embrace the perspective of the student, who now studies and learns using a range of technologies.

New and expanded topics include:

- mobile learning and social networking sites
- collaborative learning
- learning design tools
- blended learning
- synchronous communication technologies
- user-generated content technologies
- learning outside the institution
- open education resources.

This professional guide is essential reading for academics, support staff, administrators and anyone concerned with improving the quality of teaching in Higher Education. This text is also appropriate for courses found in Educational Technology and e-learning graduate level programs worldwide.

August 2010: 6 x 9: 250pp

Hb: 978-0-415-80385-4: **\$150.00**

Pb: 978-0-415-80387-8: **\$48.95**

www.routledge.com/9780415803878

BESTSELLER**NEW EDITION FORTHCOMING IN 2010****3RD EDITION****Teaching Online**

A Practical Guide

Susan Ko, University of Maryland, USA and
Steve Rossen

This is a practical, concise guide for educators teaching online. The new edition has been fully revamped and reflects important changes that have occurred since the second edition's publication. A leader in the online field, this best-selling resource maintains its reader friendly tone and offers exceptional practical advice. Both authors have taught online themselves and have trained thousands of other faculty to successfully teach online. The

success of this text can be attributed to the authors' focus on the 'how' and 'whys' of implementation rather than theory.

Updates to the third edition are substantial and reflective of new technologies and help readers choose and fully integrate the latest technology tools and valuable online educational resources.

New to this Edition:

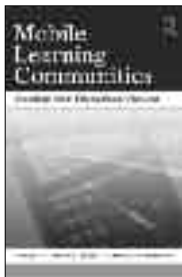
- new chapter on how faculty and instructional designers can work collaboratively
- expanded chapter on open educational resources, copyright, and intellectual property
- more international relevance, with references to online and hybrid teaching worldwide and interviews with global faculty
- new interactive companion website that invites readers to post questions to the author and also includes real-life case studies and tips on how to use new technologies that will be added on an ongoing basis
- new teaching examples, faculty interviews, break-out tips, samples of course materials, and a complete updated Resource Section.

This text is a must-have resource for anyone teaching online or for instructors supplementing a traditional classroom with online elements. It is also appropriate for students enrolled in Distance Learning and Educational Technology Masters Programs and librarians working within the context of online education.

March 2010: 6 x 9: 352pp
Hb: 978-0-415-99733-1: **\$150.00**
Pb: 978-0-415-99726-3: **\$46.95**
www.routledge.com/9780415997263

NEW**Mobile Learning Communities**

Creating New Educational Futures

Patrick Danaher, University of Southern Queensland, Australia, **Beverley Moriarty** and **Geoff Danaher**, both at Central Queensland University, Australia

Mobile Learning Communities explores the diverse ways in which travelling groups experience learning 'on the run.' This book provides empirical evidence that draws on the authors' seventeen years of continuing research with international occupational Travelers. It engages with themes such as workplace learning, globalization, multiliteracies, and emerging technologies which impinge on the ways mobile groups make sense of

themselves as learning communities. International in focus, this book deals with an issue of increasing global significance and shows the complexities of the lives and learning experiences of such mobile cultures and their strategies for earning, learning, and living, thus challenging simplistic and stereotypical images of travelling groups still found in mainstream media and popular culture.

This text will appeal to scholars in the field of distance education and educational technology and to researchers in education, cultural studies, and sociology. It will also be of interest to educational instructors, policy-makers, and administrators, as well as teacher educators and pre-service teachers. It paints a vivid picture of the experience of mobility through the words of the mobile learners themselves, but also critiques existing notions of learning and suggests ways of creating new educational futures for all learners and educators.

June 2009: 6 x 9: 224pp
Hb: 978-0-415-99158-2: **\$130.00**
Pb: 978-0-415-99159-9: **\$42.95**
eBook: 978-0-203-87940-5
www.routledge.com/9780415991599

E-learning: The Key ConceptsRobin Mason[†], formerly of The Open University, UK and **Frank Rennie**, The University of Highlands and Islands Millennium Institute, UK*Series: Routledge Key Guides*

2006: 5-1/2 x 8-1/2: 200pp
Hb: 978-0-415-37306-7: **\$110.00**
Pb: 978-0-415-37307-4: **\$26.95**
eBook: 978-0-203-09948-3
www.routledge.com/9780415373074

[†] *In Memoriam 1945-2009*

Emergent Computer Literacy

A Developmental Perspective

Helen Mele Robinson, CUNY/The College of Staten Island, USA

Series: *Routledge Research in Education*



Robinson adds exceptional insight into how children become literate in a technological society and offers necessary tools for researchers and academics to understand how young children interact with computers both at home and in a school setting.

2008: 6 x 9: 216pp

Hb: 978-0-415-96131-8: **\$95.00**

eBook: 978-0-203-88791-2

www.routledge.com/9780415961318

Play, Creativity and Digital Cultures

Edited by **Rebekah Willett**, University of London, UK, **Muriel Robinson**, Bishop Grosseteste University College, UK and **Jackie Marsh**, University of Sheffield, UK

Series: *Routledge Research in Education*



Recent work on children's digital cultures has identified a range of literacies emerging through children's engagement with new media technologies. This book explores questions about the extent to which traditional understandings of the role of play and creativity in learning can be applied to learning by media technologies.

2008: 6 x 9: 254pp

Hb: 978-0-415-96311-4: **\$95.00**

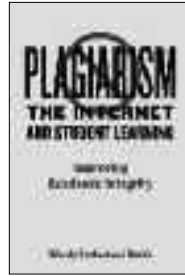
eBook: 978-0-203-88869-8

www.routledge.com/9780415963114

Plagiarism, the Internet, and Student Learning

Improving Academic Integrity

Wendy Sutherland-Smith, Monash University, Australia



Written for Higher Education educators, managers and policy-makers, *Plagiarism, the Internet and Student Learning* combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed. It offers a new way to conceptualize plagiarism and provides a framework for professionals dealing with plagiarism in higher education.

2008: 6 x 9: 240pp

Hb: 978-0-415-43292-4: **\$147.95**

Pb: 978-0-415-43293-1: **\$41.95**

eBook: 978-0-203-92837-0

www.routledge.com/9780415432931

e-Learning and Social Networking Handbook

Resources for Higher Education

Robin Mason[†], formerly of The Open University, UK and **Frank Rennie**, The University of Highlands and Islands Millennium Institute, UK



Student engagement with digital learning resources and online social networking are strong forces in education today. How can these resources best be utilized by educators and course designers in higher education? This book aims to provide the reader with enough background information to appreciate the value of social networking, especially for distributed education. Through highlighting the most relevant,

interesting, and challenging aspects of e-Learning the book provides practical advice for using social networking tools in course design.

2008: 6 x 9: 208pp

Hb: 978-0-415-42606-0: **\$140.00**

Pb: 978-0-415-42607-7: **\$44.95**

eBook: 978-0-203-92776-2

www.routledge.com/9780415426077

[†] *In Memoriam 1945-2009*

Teaching in Transnational Higher Education

Enhancing Learning for Offshore International Students

Edited by **Michelle Wallace** and **Lee Dunn**, both at Southern Cross University, Australia



This book focuses upon the current and emerging issues in transnational teaching and learning, discussing the implications for learners in transnational higher education. Includes contributions from Jude Carroll and Betty Leask.

2008: 6 x 9: 296pp
Hb: 978-0-415-42053-2: **\$145.00**
Pb: 978-0-415-42054-9: **\$47.95**
eBook: 978-0-203-93062-5
www.routledge.com/9780415420549

The e-Revolution and Post-Compulsory Education

Using e-Business Models to Deliver Quality Education

Edited by **Jos Boys**, London Metropolitan University, UK and **Peter Ford**, Nottingham University, UK



Discussing what is meant by e-business and why e-business approaches are relevant to universities and colleges, this book considers debates about ICT and higher education to explore the provision of post-secondary education as a whole.

2008: 6-1/4 x 9-1/4: 176pp
Hb: 978-0-415-41986-4: **\$140.00**
Pb: 978-0-415-41987-1: **\$44.95**
www.routledge.com/9780415419871

FORTHCOMING IN 2010

Rethinking Learning for a Digital Age

How Learners Shape Their Own Experiences

Rhona Sharpe, Helen Beetham and **Sara de Freitas**

This text combines first-hand accounts from learners with extensive research and analysis, including a developmental model for effective e-learning, and a range of strategies that digitally-connected learners use to fit learning into their lives.

July 2010: 6 x 9: 240pp
Hb: 978-0-415-87542-4: **\$140.00**
Pb: 978-0-415-87543-1: **\$47.95**

A Practical Guide to Problem-Based Learning Online

Maggi Savin-Baden, University of Coventry, UK

Providing an overview of the current state of problem based learning online, this book examines why we're moving from face-to-face to online provision, considers existing forms of provision, outlines common mistakes and strategies to avoid future problems, and shows how to effectively facilitate learning.

2007: 6-1/4 x 9-1/4: 168pp
Hb: 978-0-415-43787-5: **\$140.00**
Pb: 978-0-415-43788-2: **\$44.95**
eBook: 978-0-203-93814-0
www.routledge.com/9780415437882

Project Managing E-Learning

A Handbook for Successful Design, Delivery and Management

Maggie McVay Lynch, Portland State University, USA and **John Roecker**, Project Management Institute, USA

Project Managing E-Learning provides an essential framework, based on the globally accepted IPECC model, for planning, designing, delivering, managing, and evaluating e-learning projects successfully. It focuses on practical, easy-to-understand methods and offers applications of project management principles in the real world. Illustrated by case studies of projects undertaken in business and academia it provides a step-by-step guide and highlights where projects typically fail.

2007: 6-1/4 x 9-1/4: 208pp
Hb: 978-0-415-77219-8: **\$157.95**
Pb: 978-0-415-77220-4: **\$48.95**
eBook: 978-0-203-94699-2
www.routledge.com/9780415772204

Rethinking Pedagogy for a Digital Age

Designing and Delivering E-Learning

Edited by **Helen Beetham**, JISC E-learning Team, University of Bristol, UK and **Rhona Sharpe**, Oxford Brookes University, UK

Packed full with case studies from multiple disciplines and with a helpful appendix of tools and resources, this book is an essential guide to effective design and implementation of sound e-learning activities.

2007: 6-1/4 x 9-1/4: 288pp
Hb: 978-0-415-40873-8: **\$155.00**
Pb: 978-0-415-40874-5: **\$48.95**
eBook: 978-0-203-96168-1
www.routledge.com/9780415408745

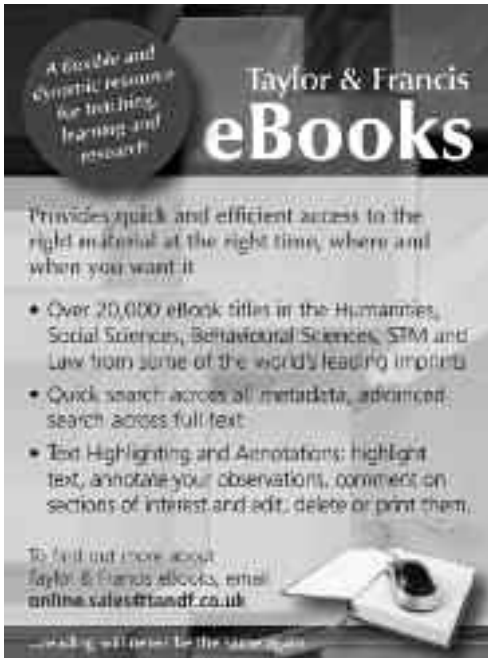
Virtual Learning Environments

Using, Choosing and Developing your VLE

Martin Weller, The Open University, UK

Full with case studies and advice, this book examines how virtual learning environments can be successfully deployed for effective teaching.

2007: 6-1/4 x 9-1/4: 192pp
Hb: 978-0-415-41430-2: **\$140.00**
Pb: 978-0-415-41431-9: **\$52.95**
eBook: 978-0-203-96434-7
www.routledge.com/9780415414319



A circular badge on the left says "A flexible and dynamic resource for teaching, learning and research". The main text reads "Taylor & Francis eBooks". Below this, it states "Provides quick and efficient access to the right material at the right time, where and when you want it".

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FORTHCOMING

A Guide to Authentic e-Learning

Jan Herrington, Murdoch University, Western Australia,
Thomas C. Reeves, The University of Georgia, USA and
Ron Oliver, Edith Cowan University, Australia

Written for teaching professionals in Higher Education who teach online, *A Guide to Authentic e-Learning* offers concrete guidelines and examples for developing and implementing authentic e-learning tasks in ways that challenge students to maximize their learning. This essential book provides effective, working examples to engage learners with authentic tasks in online learning settings.

Key Features:

- develops the conceptual framework for authentic learning tasks in online environments
- provides practical guidance on design, implementation, and evaluation of authentic e-learning asks
- includes case studies and examples of outcomes of using authentic e-learning tasks
- outlines the principles that guide the development of effective e-learning environments based upon authentic tasks.

November 2009: 5-1/2 x 8-1/2: 232pp
Hb: 978-0-415-99799-7: **\$150.00**
Pb: 978-0-415-99800-0: **\$41.95**
www.routledge.com/9780415998000

preparing for blended e-learning

Allison Littlejohn, Glasgow Caledonian University, UK
and **Chris Pegler**, Institute of Technology, Open University, UK

Covering theory where useful, but maintaining an emphasis on practice, this helpful book provides teachers and lecturers with an accessible introduction to e-learning.

2007: 5-1/2 x 8-1/2: 272pp
Hb: 978-0-415-40360-3: **\$155.00**
Pb: 978-0-415-40361-0: **\$46.95**
eBook: 978-0-203-96132-2
www.routledge.com/9780415403610

BESTSELLER

E-tivities

The Key to Active Online Learning

Gilly Salmon, University of Leicester, UK

2002: 6-1/4 x 9-1/4: 238pp
Pb: 978-0-7494-3686-5: **\$54.95**
eBook: 978-0-203-64638-0
www.routledge.com/9780749436865



4TH EDITION

Learning in Groups

A Handbook for Face-to-Face and Online Environments

David Jaques, Independent Education Consultant, UK and Gilly Salmon, University of Leicester, UK

This *Handbook* is a truly comprehensive guide for anyone involved in groupwork, containing advice and practical exercises to develop group learning skills for both learners and tutors. This new edition has been thoroughly updated, containing valuable new material throughout on group learning and collaborating online, action research and the role of reflection and emotional intelligence.

2007: 7-1/2 x 9-3/4: 360pp

Hb: 978-0-415-36527-7: **\$155.00**Pb: 978-0-415-36526-0: **\$52.95**

eBook: 978-0-203-01645-9

www.routledge.com/9780415365260

GILLY
SALMON**BESTSELLER**

2ND EDITION

E-Moderating

The Key to Online Teaching and Learning

Gilly Salmon, University of Leicester, UK

2004: 6-1/4 x 9-1/4: 256pp

Hb: 978-0-415-33543-0: **\$178.95**Pb: 978-0-415-33544-7: **\$54.95**

eBook: 978-0-203-46542-4

www.routledge.com/9780415335447

GILLY
SALMON**The Educational Potential of
e-Portfolios**

Supporting Personal Development and Reflective Learning

Lorraine Stefani, University of Auckland, New Zealand, Robin Mason, The Open University, UK and Chris Pegler, Institute of Technology, Open University, UK

This is a comprehensive, practical guide for lecturers and staff developers who need to know more about the development of purposeful e-portfolios for supporting students in reflecting on their learning.

2007: 5-1/2 x 8-1/2: 200pp

Hb: 978-0-415-41213-1: **\$155.00**Pb: 978-0-415-41214-8: **\$37.95**

eBook: 978-0-203-96129-2

www.routledge.com/9780415412148

FORTHCOMING**Online Communication and
Collaboration**

A Reader

Edited by Helen Donelan, Karen Kear, and Magnus Ramage, all at The Open University, UK

Online communication and collaboration presents a very timely set of articles that cover a range of different perspectives upon these themes, both classic and up-to-date. It is unusually broad both in the range of technologies it considers - many books on these topics cover only a few forms of collaboration technology - and in considering classic technologies as well as recent ones. It blends academic and popular articles to combine scholarly rigour with readability.

The book is divided into eight sections, covering the foundations of online communication and collaboration, and a series of current collaboration technologies considered in terms of their interactions but also looking back at lessons to be learnt from their technological 'ancestors'. The book also contains an extended case study of online collaboration, taking open-source software as its example.

Online communication and collaboration will be of relevance in a wide range of higher education courses in fields related to soft computing, information systems, cultural and media studies, and communications theory.

February 2010: 256pp

Hb: 978-0-415-56477-9: **\$130.00**Pb: 978-0-415-56478-6: **\$45.95**

www.routledge.com/9780415564786

FORTHCOMING**Multiliteracies in Motion**

Current Theory and Practice

Edited by **David R. Cole**, University of Technology, Sydney, Australia and **Darren L. Pullen**, University of Tasmania, Australia



The realities of new technological and social conditions since the 1990s demand a new approach to literacy teaching. Looking onward from the original statement of aims of the multiliteracies movement in 1996, this volume brings together top-quality scholarship and research that has embraced the notion and features new contributions by many of the originators of this approach to literacy.

Drawing on large research projects and empirical evidence, the authors explore practical and educational issues that relate to multiliteracies, such as assessment, pedagogy and curriculum. The viewpoint taken is that multiliteracies is a complementary socio-cultural approach to the new literacies that includes pedagogy and learning. The differences are addressed from a multiliteracies perspective – one that does not discount or undermine the new literacies, but shows new ways in which they are complementary.

This volume offers frontline information and a vital update for those wishing to understand the evolution of multiliteracies and the current state of literacy theory in relation to it.

November 2009: 6 x 9: 272pp
 Hb: 978-0-415-80156-0: **\$135.00**
 Pb: 978-0-415-80157-7: **\$42.95**
 eBook: 978-0-203-86403-6
www.routledge.com/9780415801577

FORTHCOMING

2ND EDITION

Learning, Creating, and Using Knowledge

Concept Maps as Facilitative Tools in Schools and Corporations

Joseph D. Novak, Cornell University and Florida Institute for Human & Machine Cognition, USA



This fully revised and updated edition of *Learning, Creating, and Using Knowledge* recognizes that the future of economic well being in today's knowledge and information society rests upon the effectiveness of schools and corporations to empower their people to be more effective learners and knowledge creators. Novak's pioneering theory of education presented in the first edition remains viable and useful. This new

edition updates his theory for meaningful learning and autonomous knowledge building and provides tools to make it operational - that is, concept maps, created with the use of CMapTools and the V diagram.

The theory is easy to put into practice, since it includes resources to facilitate the process, especially concept maps, now optimised by CMapTools software. CMapTools software is highly intuitive and easy to use. People who have until now been reluctant to use the new technologies in their professional lives are will find this book particularly helpful. *Learning, Creating, and Using Knowledge* is essential reading for educators at all levels and corporate managers who seek to enhance worker productivity.

December 2009: 6 x 9: 312pp
 Hb: 978-0-415-99184-1: **\$135.00**
 Pb: 978-0-415-99185-8: **\$49.95**
 eBook: 978-0-203-86200-1
www.routledge.com/9780415991858

3RD EDITION

A Handbook for Teaching and Learning in Higher Education

Enhancing Academic Practice

Edited by **Heather Fry**, Imperial College, University of London, UK, **Steve Ketteridge**, Queen Mary, University of London, UK and **Stephanie Marshall**, Leadership Foundation for Higher Education, UK

Praise for previous editions:

'This book should be essential reading for all new staff engaged in supporting teaching and learning within higher education.' — *Journal of Higher and Further Education*



The *Handbook* is sensitive to the competing demands of teaching, research and scholarship, academic management. Against the contexts, the book focuses on developing professional academic skills for teaching. Dealing with the rapid expansion of the use of technology in higher education and widening student diversity, the fully updated and expanded edition includes new material on for example, e-learning, lecturing to large groups, formative

and summative assessment, and supervising research students.

Written to support the excellence in teaching required to bring about learning of the highest quality, this will be essential reading for all new lecturers, particularly anyone taking an accredited course in teaching and learning in higher education, as well as all those experienced lecturers who wish to improve their teaching. Those working in adult learning and education development will find it a particularly useful resource.

2008: 7-1/2 x 9-3/4: 544pp
Hb: 978-0-415-43463-8: **\$162.95**
Pb: 978-0-415-43464-5: **\$55.95**
eBook: 978-0-203-89141-4
www.routledge.com/9780415434645

Harnessing Technology

For Every Child Matters and Personalised Learning

John Galloway, Education Consultant, UK



Three core policies: 'Every Child Matters,' 'Personalised Learning,' and 'Harnessing Technology' are at the heart of changes to children and young peoples' experiences of school. This book considers these policies and their interlinked relationship, making it an essential resource for training and practicing teachers, school leaders, and all those involved in educational transformation.

To achieve the five outcomes of the 'Every Child Matters' agenda requires an approach that is pupil centered, with developments in new technologies making it possible to not only understand each individual more precisely, but also for them to learn in more flexible and personalized ways. Through innovations such as web based information sharing, learning platforms and e-portfolios, schools will be able to offer content appropriate to pupil's personal goals, breaching conventional orthodoxies of time and place.

2008: 6-1/4 x 9-1/4: 176pp
Pb: 978-0-415-45871-9: **\$37.95**
eBook: 978-0-203-42648-7
www.routledge.com/9780415458719

Improving Classroom Learning with ICT

Rosamund Sutherland, University of Bristol, UK,
Susan Robertson, University of Bristol, UK and
Peter John, Thames Valley University, UK

Series: *Improving Learning*



This text examines the ways in which ICT can be used in the classroom to enhance teaching and learning in different settings and across different subjects. Using case studies to illustrate key issues and to elaborate a range of theoretical ideas that can be used in the classroom, this book will be of interest to all those concerned with maximizing the benefits of ICT in the classroom.

2008: 5-1/2 x 8-1/2: 256pp
Hb: 978-0-415-46173-3: **\$150.00**
Pb: 978-0-415-46174-0: **\$45.95**
eBook: 978-0-203-88534-5
www.routledge.com/9780415461740

Educating Learning Technology Designers

Guiding and Inspiring Creators of Innovative Educational Tools

Edited by **Chris DiGiano**, Google, Inc. and University of Colorado at Boulder, USA, **Shelley Goldman**, Stanford University, USA and **Michael Chorost**, Independent consultant and writer



What knowledge and skills do designers of learning technologies need? What is the best way to train them to create high-quality educational technologies? Distilling the wisdom of expert instructors and designers, this cutting-edge guide offers a clear, accessible balance of theory and practical examples.

This cutting-edge guide:

- synthesizes learning, instructional design, and educational technology

perspectives on learning-centered technology highlighting how interdisciplinary work is driving the fields of the learning sciences and technology design and development

- offers helpful resources for both faculty and students including descriptions of a variety of successful courses in learning technology design, examples of student work with commentary by instructors and students, and discussions of “lessons learned” in course development
- includes a “To the Student” chapter that speaks in plain language about what is exciting and challenging about creating technology for kids
- Directed to university instructors working with students on developing educational software projects and to managers leading learning technologies development teams, this book is a valuable resource for guiding and inspiring the next generation of designers of learning technologies.

2008: 6 x 9: 376pp

Hb: 978-0-8058-6471-7: **\$145.00**

Pb: 978-0-8058-6472-4: **\$49.95**

eBook: 978-0-203-35721-7

www.routledge.com/9780805864724

2ND EDITION

Learning to Teach Design and Technology in the Secondary School

A Companion to School Experience

Edited by **Gwyneth Owen-Jackson**, The Open University, UK

Series: Learning to Teach Subjects in the Secondary School Series



This text, now in its second edition, aims to help student-teachers develop their subject knowledge and professional knowledge and skills. It looks at the theory underpinning important issues and links this to practice in the classroom. Fully updated to take account of changes in the curriculum, there are new chapters on: teaching graphics, 14-19 vocational qualifications and cross-curricular links to literacy, numeracy, citizenship and sustainability.

Bringing together insights from current educational theory and the best contemporary classroom teaching and learning, this book will prove an invaluable resource in enhancing the quality of initial school experience for the student teacher.

2008: 6-3/4 x 9-3/4: 264pp

Pb: 978-0-415-46493-2: **\$45.95**

www.routledge.com/9780415464932



Constructivist Instruction

Success or Failure?

Edited by **Sigmund Tobias**, Teachers College, Columbia University, USA and **Thomas M. Duffy**, Indiana University, USA



Constructivist Instruction: Success or Failure? brings together leading thinkers from both sides of the hotly debated controversy about constructivist approaches to instruction. Although constructivist theories and practice now dominate the fields of the learning sciences, instructional technology, curriculum and teaching, and educational psychology, they have also been the subject of sharp criticism regarding sparse research support and adverse research findings.

Chapters present detailed views from both sides of the controversy. A distinctive feature of the book is the dialogue built into it between the different positions. Each chapter concludes with discussions in which two authors with opposing views raise questions about the chapter, followed by the author(s)' responses to those questions; for some chapters there are several cycles of questions and answers. These discussions, and concluding chapters by the editors, clarify, and occasionally narrow the differences between positions and identify needed research.

March 2009: 6 x 9: 392pp
 Hb: 978-0-415-99423-1: **\$150.00**
 Pb: 978-0-415-99424-8: **\$52.95**
 eBook: 978-0-203-87884-2
www.routledge.com/9780415994248

Handbook of Design Research Methods in Education

Innovations in Science, Technology, Engineering, and Mathematics Learning and Teaching

Edited by **Anthony E. Kelly**, George Mason University, USA, **Richard A. Lesh**, Indiana University, USA and **John Y. Baek**, George Mason University, USA



This *Handbook* presents the latest thinking and current examples of design research in education. It is designed as a guide for doctoral students, early career researchers, and cross-over researchers from fields outside of education interested in supporting innovation in educational settings through conducting design research.

2008: 7 x 10: 560pp
 Hb: 978-0-8058-6058-0: **\$275.00**
 Pb: 978-0-8058-6059-7: **\$99.95**
 eBook: 978-1-4106-1794-1
www.routledge.com/9780805860597

Video Research in the Learning Sciences

Edited by **Ricki Goldman**, New York University, USA, **Roy Pea** and **Brigid Barron**, both at Stanford University, USA, and **Sharon J. Derry**, University of Wisconsin/Madison, USA

This is a comprehensive exploration of key theoretical, methodological, and technological advances in uses of digital video-as-data in the learning sciences as a way of knowing about learning, teaching, and educational processes. It is designed around four themes: theoretical frameworks for video research; video research on peer, family, and informal learning; video research on classroom and teacher learning; and video collaborations and technological futures.

Visit the website affiliated with this book:
<http://www.videoresearch.org>

2007: 7 x 10: 624pp
 Hb: 978-0-8058-5359-9: **\$190.00**
 Pb: 978-0-8058-5360-5: **\$62.95**
 eBook: 978-1-4106-1619-7
www.routledge.com/9780805853605

FORTHCOMING IN 2010**Knowledge Making in the Classroom**

Tracking Learning in Students' Multimodal Texts
Shirley Palframan, Institute of Education, University of London, UK

This book is the first to foreground issues of learning and assessment in relation to multimodality in the variety of ways students experience communication outside of school, for example, interactive websites and chat rooms. It explores the use of social semiotic theories in interpreting evidence of learning across the modes: visual texts, writing, speech and gesture. Using examples from secondary science and history it shows how particular students responded to what they were taught, and how they re-constructed curriculum knowledge in line with their own experiences and interest; in short, how they learnt.

This book demonstrates a new methodology for identifying and interpreting evidence of learning in students' multimodal texts. Here, students' responses are juxtaposed with teaching input in such a way that representational choices are made explicit and the transformation of knowledge clearly visible. Anyone concerned with the exciting possibilities that multimodal approaches offer in the classroom will find this book fascinating reading.

April 2010: 6-1/4 x 9-1/4: 224pp
 Hb: 978-0-415-41111-0: **\$140.00**
www.routledge.com/9780415411110



Visit
www.routledge.com
 to view full Table of Contents

FORTHCOMING IN 2010**An Introduction to Distance Education**

Understanding Teaching and Learning in a New Era
 Edited by **Martha Cleveland-Innes**, Athabasca University, Canada and **D.R. Garrison**, University of Calgary, Canada



An Introduction to Distance Education offers a comprehensive look at distance education today and outlines current theories, practices and goals. The goal of this book is to provide a detailed review of the influence of historical distance education theory and practice, and the current changes occurring in the field today. It outlines the practical skills and information that are essential to effective distance education design, delivery and navigation.

This volume brings together seminal contributors who have and are currently researching and shaping our understanding of distance education. The content of the book provides the discussion of past and present practices in higher and distance education, with a view to accessible education and appropriate use of Web 2.0 technology.

Using a Student-guided approach, each chapter offers the following pedagogical features to engage and support the teaching and learning process:

- **Key Questions to Consider:** Students can use these questions as triggers for further thoughts related to the topic. Instructors can use these questions for classroom and online discussion
- **Selected Further Reading:** Offered at the end of every chapter
- **Thinking Points:** Strategically placed throughout the text, these points act as a spring board for further reflection and classroom discussion.

A perfect textbook for Educational Technology PhD, Masters and Certificate programs; students will receive a solid foundation for which to explore and develop new approaches to designing and implementing online courses.

February 2010: 7 x 10: 304pp
 Hb: 978-0-415-99598-6: **\$150.00**
 Pb: 978-0-415-99599-3: **\$49.95**
www.routledge.com/9780415995993

Traveller, Nomadic and Migrant Education

Edited by **Patrick Alan Danaher**, University of Southern Queensland, Australia, **Máirín Kenny** and **Judith Remy Leder**, California State University, Fullerton, USA

Series: *Routledge Research in Education*



Traveller, Nomadic and Migrant Education presents international accounts of approaches to educating mobile communities. The chapters focus on three key dimensions of educational change: the client group moving from school to school; those schools having their demographics changed and seeking to change the mobile learners; and these learners contributing to fundamental change to the nature of schooling.

The book brings together decades of research into the challenges and opportunities presented by mobile learners interacting with educational systems predicated on fixed residence. It identifies several obstacles to those learners receiving an equitable education, including negative stereotypes and centuries-old prejudice. Yet the book also explores a number of educational innovations that bring mobility and schooling together, ranging from specialized literacy programs and distance and online education to mobile schools and specially trained teachers. These innovations allow us to think differently about how education can and should be, for mobile and non-mobile learners alike.

April 2009: 6 x 9: 268pp
Hb: 978-0-415-96356-5: **\$95.00**
eBook: 978-0-203-87867-5
www.routledge.com/9780415963565

Assessment of Problem Solving Using Simulations

Edited by **Eva Baker**, University of California at Los Angeles, USA, **Jan Dickieson**, Naval Health Research Command, USA, **Wallace Wulfeck**, Office of Naval Research, USA and **Harold F. O'Neil**, University of Southern California, USA

This volume explores the application of computer simulation technology to measurement issues in education, especially as it pertains to problem based learning. It is appropriate for researchers, instructors and graduate students in educational assessment, educational technology, and educational psychology.

2007: 6 x 9: 360pp
Hb: 978-0-8058-6293-5: **\$115.00**
www.routledge.com/9780805862935

2ND EDITION

Globalisation & Pedagogy

Space, Place and Identity

Edited by **Richard Edwards**, Institute of Education, University of Sterling, UK and **Robin Usher**, Royal Melbourne Institute of Technology University, Australia

The second edition of this important book has been fully updated and extended to take account of developments in technology, pedagogy and practice, in particular the growth of distance and e-learning.

2007: 6-1/4 x 9-1/4: 200pp
Hb: 978-0-415-42895-8: **\$175.00**
Pb: 978-0-415-42896-5: **\$45.95**
eBook: 978-0-203-94500-1
www.routledge.com/9780415428965

2ND EDITION

Handbook of Distance Education

Edited by **Michael Grahame Moore**, Pennsylvania State University, USA

The second edition of this award-winning book continues the mission of its predecessor, to provide a comprehensive compendium of research in all aspects of distance education, arguably the most significant development in education over the past quarter century. While the book deals with education that uses technology, the focus is on teaching and learning and how its management can be facilitated through technology.

2007: 7 x 10: 720pp
Hb: 978-0-8058-5847-1: **\$210.00**
www.routledge.com/9780805858471

Finding Your Online Voice

Stories Told by Experienced Online Educators

Edited by **J. Michael Spector**, Florida State University, USA

Finding Your Online Voice offers a thought-provoking discussion of innovative approaches to technology-based distance education. Spector focuses on how highly experienced teachers conceptualize and organize online classes.

2007: 6 x 9: 232pp
Hb: 978-0-8058-6219-5: **\$110.00**
Pb: 978-0-8058-6228-7: **\$49.95**
www.routledge.com/9780805862287

FORTHCOMING IN 2010**Mega-Schools, Technology and Teachers**

Achieving Education for All

Sir John Daniel, Commonwealth of Learning, Canada

Education for All (EFA) has been a top priority for the education sector, governments and intergovernmental agencies for the last 20 years. The EFA movement made a global commitment to provide quality universal primary education (UPE) for all children by the year 2015.

The latest addition to *The Open and Flexible Learning series*, *Mega-Schools, Technology and Teachers* addresses the consequences of progress made towards UPE, which has generated a surge of at least 200 million children looking for secondary schooling.

This book advocates new approaches for providing access to secondary education for today's growing population of children and young adults and examines:

- the creation of Mega-Schools, a combination of distance learning and community-based support with a proven track record for increasing access
- ways of scaling up teacher education (18 million new teachers are required to achieve universal education)
- how to choose appropriate technologies to deliver distance education successfully to students in different circumstances
- approaches to achieving quality in technology-mediated distance learning
- the strategies and secrets of successful implementation.

Mega-Schools, Technology and Teachers will be of interest to anyone looking for new ways to use technology and other delivery modes in order to complete the process of achieving education for all. It cuts through the hype to show how technology-mediated learning can be made effective.

March 2010: 6 x 9: 192pp

Hb: 978-0-415-87204-1: **\$130.00**

Pb: 978-0-415-87205-8: **\$42.95**

www.routledge.com/9780415872058

NEW**Students' Experiences of E-Learning in Higher Education**

The Ecology of Sustainable Innovation

Robert Ellis and **Peter Goodyear**, both at University of Sydney, Australia



This text helps higher education instructors and university managers understand how e-learning relates to, and can be integrated with, other student experiences of learning. Grounded in relevant international research, the book is distinctive in that it foregrounds students' experiences of learning, emphasizing the importance of how students interpret the challenges set before them, along with their conceptions of learning and their

approaches to learning. The way students interpret task requirements greatly affects learning outcomes, and those interpretations are in turn influenced by how students read the larger environment in which they study. The authors argue that a systemic understanding is necessary for the effective design and management of modern learning environments, whether lectures, seminars, laboratories or private study. This ecological understanding must also acknowledge, though, the agency of learners as active interpreters of their environment and its culture, values and challenges.

Key Features:

- Offers a holistic treatment of e-learning in higher education, reflecting the need for integrating e-learning and other aspects of the student learning experience
- Reports research on students' experiences with e-learning conducted by authors in the United States, Europe, and Australia
- Synthesizes key themes in recent international research and summarizes their implications for teachers and managers.

September 2009: 6 x 9: 224pp

Hb: 978-0-415-98935-0: **\$135.00**

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Learning with Digital Games

A Practical Guide to Engaging Students in Higher Education

Nicola Whitton, Manchester Metropolitan University, UK



Written for Higher Education teaching and learning professionals, *Learning with Digital Games* provides an accessible, straightforward introduction to the field of computer game-based learning. Up-to-date with current trends and the changing learning needs of today's students, this text offers friendly guidance, and is unique in its focus on post-school education and its pragmatic view of the use of computer games with adults.

The book assumes no prior technical knowledge but guides the reader step-by-step through the theoretical, practical and technical considerations of using digital games for learning. Activities throughout guide the reader through the process of designing a game for their own practice, and the book also offers:

- a toolkit of guidelines, templates and checklists
- concrete examples of different types of game-based learning using six case studies
- examples of games that show active and experiential learning
- practical examples of educational game design and development
- a companion website that provides up-to-date technological information, additional resources, and further examples.

This professional guide is grounded in theory and closely links examples from practice. Higher Education academics, e-learning practitioners, developers and training professionals at all technical skill levels and experience will find this text is the perfect resource for explaining 'how to' integrate computer games into their teaching practice.

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Distance and Blended Learning in Asia

Colin Latchem, Open learning consultant, Australia and **Insung Jung**, International Christian University, Japan



Distance and Blended Learning in Asia is a unique and comprehensive overview of open, distance learning (ODL) and information and communication technology (ICT) in Asian education and training. Broad in coverage, this book critically examines ODL and ICT experiences from Japan to Turkey and from Sri Lanka to Mongolia – drawing conclusions from the successes and failures, and recommending ways in which planning, management and

practice may be developed for the world's largest concentration of adult open and distance learners.

This pioneering book draws on Asian theory, research and practice to identify the strengths, weaknesses and challenges in all sectors of Asian education and training. It critically and insightfully discusses the ideas, skills and practices that are necessary to advance knowledge in leadership and management, professional development, innovation and quality assurance and research and diffusion.

The book is an invaluable reference for ODL/ICT professionals, educators and students anywhere in the world, and is essential reading for all of those involved in ODL/ICT in Asia.

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Reconsidering Open and Distance Learning in the Developing World

Meeting Students' Learning Needs

David Kember, The Chinese University of Hong Kong, China

Distance learning is now more prevalent in the developing world than ever before. This book reconsiders the suitability and success of established modes of distance learning for current contexts in the developing world.

Drawing upon research into students' conceptions of, and approaches to learning, this critical analysis of the state of open and flexible learning examines the characteristics, needs and learning approaches of students, considering whether or not current provision is successful, what changes are necessary, and, crucially, how student retention can be improved.

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Edited by **Rory McGreal**, Athabasca University, Canada

Provides a comprehensive look at a state-of-the-art online education, and presents advice on the creation, adaptation and implementation of learning objects and metadata. This book will be essential reference material for learning technologists, course developers at learning institutions, postgraduate students, teachers and learners in the field of e-learning.

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Improving Achievement for Young Learners

Edited by **Adriana G. Bus**, Leiden University, the Netherlands and **Susan B. Neuman**, The University of Michigan, USA



This volume broadens the field of reading research by looking beyond print-only experiences to young readers' encounters with multimedia stories on Internet and DVD.

Multimedia storybooks include, in addition to static pictures and written text, features such as oral text, animations, sounds, zooms, and scaffolds designed to help convey meaning. These features are changing how young children read text, and also provide

technology-based scaffolds for helping struggling readers.

Written in jargon-free language for an international audience of students in university courses on literacy and information technology, researchers, policymakers, program developers, and media specialists, this volume is essential reading for all professionals interested in early literacy and early interventions.

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Edited by **Julie Coiro**, University of Rhode Island, USA, **Michele Knobel** and **Colin Lankshear**, both at Montclair State University, USA and **Donald J. Leu**, New Literacies Project, University of Connecticut, USA



Situated at the intersection of two of the most important areas in educational research today – literacy and technology – this *Handbook* draws on the potential of each while carving out important new territory. It provides leadership for this newly emerging field, directing scholars to the major issues, theoretical perspectives, and interdisciplinary research concerning new literacies.

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Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators

Edited by **The AACTE Committee on Innovation and Technology**

Published by **Routledge, Taylor & Francis Group for the American Association of Colleges for Teacher Education**



This *Handbook* addresses the concept and implementation of technological pedagogical content knowledge — the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas.

It is simultaneously a mandate and a manifesto on the engagement of technology in classrooms based on consensus standards and rubrics for effectiveness. As the title of the

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Technology-Mediated Learning Environments for Young English Learners

Connections In and Out of School

Edited by **L. Leann Parker**, University of California, Berkeley, USA

This book explores issues related to the use of technologies to support young second-language learners and looks at promising areas for research, design, and development. Grounded in a sociocultural theoretical framework, it invites educators, researchers, and educational technology developers to consider a range of social and cultural factors in utilizing technology as a tool to help children from diverse linguistic and cultural backgrounds develop their English-language and reading skills.

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The Digital Pencil

One-to-One Computing for Children

Edited by **Jing Lei**, Syracuse University, USA,
Paul F. Conway, University College, Cork, Ireland and
Yong Zhao, Michigan State University, USA

This book takes a serious historical and international look at the 'digital pencil' movement to equip every student with a computing device with wireless connection. Using an ecological perspective as an overarching framework, and drawing on their own studies and available literature that illuminate the issues related to one-to-one computing, the authors present well-reasoned discussions about a set of complex and critical issue facing policy makers, educators, students, parents, and the general public.

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Interactive Literacy Education

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Edited by **Charles K. Kinzer**, Columbia University, USA
and **Ludo Verhoeven**, Radboud University, the Netherlands

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Klaus Schwienhorst, Trinity College, Dublin, Ireland

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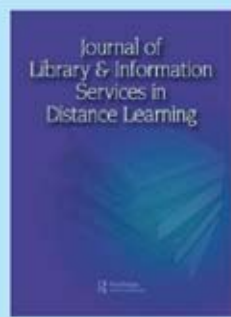
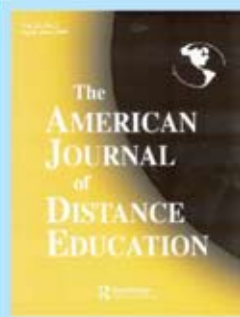
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